

**THE IMPLEMENTATION OF WRITING NARRATIVE TEXT
BY USING TASK BASED INSTRUCTION AT VIII GRADE
STUDENTS OF SMP MUHAMMADIYAH 1
GATAK IN 2015/2016 ACADEMIC YEAR**

THESIS

**Submitted as a Partial Requirements
For the Degree of Sarjana in English Education**



By:

TRI PRASETYAWATI
SRN. 123221299

**ENGLISH DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2017**

ADVISOR SHEET

Subject: Thesis of : Tri Prasetyawati

SRN : 123221299

To:
The Dean of Islamic Education and
Teacher Training Faculty IAIN
Surakarta
In Surakarta

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Tri Prasetyawati

SRN : 123221299

Title : The Implementation of Teaching Writing Narrative Text by
Using Task-Based Instruction at VIII Grade Students of SMP
Muhammadiyah 1 Gatak in 2015/2016 Academic Year

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain *Sarjana* Degree in English Education Department.

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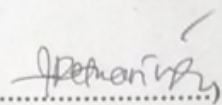
Surakarta, January 24th, 2017
Advisor,

Fithriyah Nurul Hidayati, M.Pd.
NIP. 19820725 200912 2 006

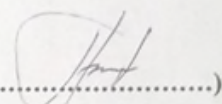
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This is to certify the Sarjana thesis entitled : "The Implementation of Teaching Writing Narrative Text by Using Task Based Instruction at VIII Grade Students of SMP Muhammadiyah 1 Gatak in 2015/2016 Academic Year" by Tri Prasetyawati has been approved by Board of Examiners as the requirement for the degree of Sarjana in English Education IAIN Surakarta.

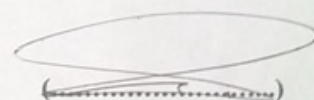
Examiner I : Dra. Hj. Woro Retnaningsih, M.Pd
NIP. 19681017 199303 2 002

(.....)

Examiner II : Fithrivah Nurul Hidayati, M.Pd
NIP. 19820725 200912 2 006

(.....)

Main Examiner : ZainalArifin, S.Pd, M.Pd
NIP. 19730820 200312 1 003

(.....)

Surakarta, February 8th 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty



Dr. H. Giyoto, M.Hum
NIP. 19670224 200003 1 001

DEDICATION

This thesis is dedicated to:

Allah who always give his full of rohmah and blessing

My beloved parents who always give spirit and as my inspiration

(Father : Kawit and Mother : Painem)

My beloved brothers(Joko Waluyo and Margono)

My belovedUncle (Warsito) and auntie (Wartini)

My beloved (Dendy Wijaya, A.Md)

All friends, relativeand lectures that helped and have supported me

MOTTO

Life is like riding a bicycle. To keep your balance, you must keep
moving.

(Albert Einstein)

When life seems too dark, there's always that small light guiding you
through all the obstacles. That is God, whose light never dies.

(An Arabic Proverb)

Everything needs a process cause with that process we know what we exactly do

(The Researcher)

Appreciate and enjoy the process, because hope is never lost.

(The Researcher)

CERTIFICATE OF ORIGINALITY

This is to certify that :

Name : Tri Prasetyawati
SRN : 123221299
Title : The Implementation of Teaching Writing Narrative Text by
Using Task-Based Instruction at VIII Grade Students of SMP
Muhammadiyah 1 Gatak in 2015/2016 Academic Year
Study Program : English Education Department
Faculty : Islamic Education and Teacher Training Faculty

I here by declare that the Thesis above is my own original work and written by myself carried out as parts of the requirements to accomplish an Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

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Surakarta, 24th January, 2017

Stated by,

Tri Prasetyawati
123221299

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Implementation of Teaching Writing Narrative Text by Using Task-Based Instruction at VIII Grade Students of SMP Muhammadiyah 1 Gatak in 2015/2016 Academic Year”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta,24th January,2017

The researcher

Tri Prasetyawati

SRN. 123221299

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ABSTRACT

Tri Prasetyawati, 2016. *The Implementation of Teaching Writing Narrative Text by Using Task-Based Instruction at VIII Grade Student of SMP Muhammadiyah 1 Gatak in 2015/2016 Academic Year*. Thesis. Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta.

Advisor : Fithriyah Nurul Hidayati, M.Pd

Keywords : Implementation, Narrative Text, Task-Based Instruction

Writing English was considered as difficult activity for many students, and also for the second year students of SMP Muhammadiyah 1 Gatak. There are many ways to teach writing but the teacher used task based instruction to train writing skill of students. This research was aimed at answering two problem statements : the implementation of teaching narrative text by using task-based instruction and the students' difficulties in writing narrative text. The main theories of the nature of writing skill, teaching writing narrative text, advantages and disadvantages of teaching writing narrative text, and task-based instruction.

The technique of the research was qualitative descriptive. The sources of the data were from events, informant, and documents. The techniques of collecting data were observation, questionnaire, and Interview. In analyzing the data, the researcher used reduction of the data, display of the data and verification of the data.

The result of analysis displayed that: 1) the implementation of teaching writing narrative text using task-based instruction in the second year students of SMP Muhammadiyah 1 Gatak was well conducted by the teacher. 2) The result of the implementation was appropriate with the standard competence in syllabus of English subject for class VIII semester 2. The result explained that the written works of students were well organized based on the structure of the text. The students got difficulties in teaching writing narrative text in finding the meaning of a text and they were unfamiliar with sentences in past tense.

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CHAPTER I

INTRODUCTION

A. Background of the study

English becomes an important language in this era, since people are demanded to be able to communicate in an international language. English is a new language for Indonesian students and most students consider it as a difficult subject. Therefore, the result of English learning should be given more and more attention. How far students' success in learning is reflected in their achievements. Students usually want to get as high achievement as possible.

Mastering English language is important in our society and global area. Human beings need communication to fulfill their need in their life. People can communicate in written and oral form. They can interact each other by using language in oral form of daily life. English language as language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries.

English is taught at Junior High School from the first to the third year, and one of its goals is to develop oral and written communication competence in the four language skills namely listening, reading, speaking and writing. As one of the goals of teaching is to develop students' written communicative competence, the writing skills is also introduced to the students from the first to the third year. The students of Junior High School are expected to master the Education Unit Level Curriculum (KTSP) in writing as listed in Content Standard of English Subject for Junior High

School. The Curriculum for the first, second and third year students are among others the ability to make simple but sensible descriptions and narratives.

Teaching learning English in Junior high school should provide practice of each skill. All of these skills are very important including writing skill. Writing skill is very important to be learnt by the students because writing can help the students to solve their problem in studying English. Writing helps the students to generate their ideas into paper when they are shy and afraid to express their idea in speaking but they can write down all of their ideas into paper before they are speaking. Unfortunately, there are some English teachers who don't care to give more attention in teaching writing skill completely.

Fauziati (2009:219) states that in the 2004 English curriculum the types of text (genres) consist of transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards etc), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with the competence, the literacy levels are also determined based on the government regulation Junior high school graduates are supposed to be ready for handling the kinds of text they face at university level. In other words, they are supposed to be able to access accumulated knowledge typically obtained at higher learning institutions. for this reason, the text types determined for junior high school levels includes: descriptive, narrative, report, procedure, etc.

In Indonesia, English is taught in junior high school and senior high school, even in elementary school. Studying English is not a new thing for the students of

senior high school before. Although English is not the new thing for Senior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone speaking English.

The language skill to be achieved are divided in to two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language; reading and writing are written language. However for the students the written one is the most difficult skill of language. Writing is one of difficult subjects at school. So the teacher must create the subject so that the students can study the subject easily. Besides, the kinds of the text can also be important in teaching English in order to make the writing teaching succesful. To select the sppropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process. In the teaching and learning process of writing, the teacher have an important role. John (1997: 12) states that,

“Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of redaing), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”

There many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieves the instructional goals of teaching learning process and they can also be intersting for the students.

In this study, the researcher try to find out what the text that is really good for teaching writing. The Researcher try to find out how good the ability of the tenth grade students of Junior high school in producing text or paragraph by learning narrative text. By using narrative text as a genre for teaching writing, the students will be more interested and easy to study it because narrative text tells us about an interesting story that can make students enjoy reading.

This research is done in SMP Muhammadiyah 1 Gatak because there was problem in English teaching learning there. The problem especially in the implementation of task based instruction in teaching narrative text. Based on the researcher observation in SMP Muhammadiyah 1 Gatak, English teaching learning at SMP Muhammadiyah 1 Gatak is not easy. There are many perception from the students that study English is difficult. They have low motivation in teaching learning process. The VIII A class as the object of the research. This class has unique characteristic, they have good attention in English class, but most of them still join in remedial class. However, the teacher always try to decrease the problem with using appropriate teaching technique to train the English skill of students so students can have good English skill in the next. The English teacher has taken task based instruction in teaching narrative text for about one year.

Meanwhile, from the interview the researcher also got the information about writing narrative text. The teacher admitted that teaching writing narrative text was not easy. The difficulty of narrative text was on elements of the text. There were many elements of narrative text and different in every story that must be explained and solved one by one that was wasting time. Less she needed few months to teach it.

Based on background of study above the researcher is interested in conducting a research by the title **THE IMPLEMENTATION ON WRITING NARRATIVE TEXT BY USING TASK BASED INSTRUCTION AT VIII GRADE STUDENTS OF SMP MUHAMMADIYAH 1 GATAK IN 2015/2016 ACADEMIC YEAR.**

B. Statement of Research Problem

In this research, the researcher would like to present the problem of the study as follows:

1. How is the implementation of teaching narrative text by using Task-Based Instruction used by the teacher?
2. What are the students' difficulties in writing narrative text by using Task-Based Instruction?

C. Objective of the Research

Based on the problem statement mentioned above, the researcher formulates some objectives of the study to describes the implementation of teaching narrative text by using Task-Based Instruction at VIII grade student of SMP Muhammadiyah 1 Gatak.

1. To describe the implementation of teaching narrative text by using Task-Based Instruction by the teacher in the class.
2. To find out the students' difficulties in writing narrative text by using Task-Based Instruction.

D. Limitation of the Problem

The implementation of Education Unit Level Curriculum (KTSP) in teaching English puts genres as the main tool in language learning. The arrangement of curriculum is based on the genre. There are thirteen kinds of genre, namely narrative, recount, anecdote, spoof, descriptive, report, review, procedure, explanation, discussion, news items, exposition, and hortatory. In the second year students of SMP Muhammadiyah 1 Gatak, the students had difficulty in finding the correct words and verbs in writing, especially in writing narrative texts. The social function of narrative text is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative text is a story and have past verb in the sentence. So, the students had difficulty in that text.

The teacher used instruction to teach the students in their learning. When the teacher give a task after the learning especially in narrative text, the teacher gives several times to do the task. Ellis (2003) stated that if the teachers want to encourage fluency they need to set a time limit. In some event, the instruction is good, but the teacher must know what the purpose of it and there are many grades in SMP Muhammadiyah 1 Gatak. The researcher focuses only on the second grade. It is because the researcher limits the problem in the implementation of Teaching Narrative Text Using Task Based Instruction in the Second Year Students of SMP Muhammadiyah 1 Gatak to know whether the instruction can be done by the students as good as possible or not.

E. Research Benefits

The study is expected to give some contributions. The contribution can be distinguished into theoretical and practical benefits are as follow :

a. Theoretical Benefit

The purpose of the study are:

1. To know the Implementation of the teacher in their teaching use task based instruction in the class. The researcher will know the result of this implementation with the documentation about teaching learning process used this method in the class.
2. To find out the students' difficulties in writing narrative text. After the researcher had done the interview with the English teacher and also th students, the researcher knows that the students find the difficulties in writing narrative text. It's about using the verb in a past time, and they said that narrative usually about the legend, and they feel difficult if the teacher ask them to re-write again about it.

b. Practical Significant

1. For the teacher, the teacher will know the impact of their teaching used task based instruction is good for the students or not. If the teacher gets the result, they will change the method in order to as good as possible in their teaching.
2. For the students, they will also know whether they get the difficulties or not with the teachers' technique.

3. For the researcher, the researcher will know whether this technique is good or not for the students. If the technique is bad for the students, the researcher hopes that the teacher will change the methods.

F. Definition of Key Terms

1. Writing

According to Harris (1993:10) states that “writing is a process that occurs over period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft”. In addition, he states (1993:122) that writing is complex activity. It is the main part in learning of writing. Teacher need to try the best way to help the students find some method as writers.

2. Narrative text

According to Elliot (2011:39) states that narrative text is usually text with the story in a past time, like legend, fable, etc. The social function in narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Task – Based Instruction

Task Based Instruction has been defined by many experts. According to Ellis (2003:243) “Task Based Instruction consists of the students just performing a task. Options selected from the pre task or post task phases are non obligatory but, as we will see, can serve a crucial role in ensuring that the task performance is maximally effective for language development.”

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing Skill

The researcher explores about the nature of writing. The researcher divides it into two points. It includes the definition of writing skill, and the process of writing.

1. Writing Skill

a. The Nature of Writing

We can find many definitions of writing. Before we start to write something, we have to know the purpose and the process of writing in order to write anything as we want. Harris (1993:10) states that “writing is a process that occurs over period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft”. In addition, he states (1993:122) that writing is a complex activity. That activities are the main part in learning of writing. Teachers need to try the best way to help the students find some methods as writers.

According to Nystrand (1989: 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004: 160) states the writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it has set

it down. It means that the product of writing should be truly acceptable by the readers. Besides it must contain meaningful values so that the readers can get the benefit from the writing.

Meyers (2005 : 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994 : 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Harmer (2004 : 86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002 : 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and

paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1992: 21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

Nura (2003: 71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to addapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language.

In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

b. Problems of Writing

Besides, Riddel (2003: 132) explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. This makes writing is more difficult than speaking. From the two statements, it can be concluded that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or asks questions concerning with the writing directly.

Similar opinion is stated by Nursisto (2000: 5). He says that writing is a communication ability using the highest level of language. Four language abilities in a normal individu are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It

appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the opinion above, it can be concluded that writing has the most difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

c. Steps of Writing

Farmer (1993: 13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, and (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity. It is done to develop the draft into a good composition of writing. The last is revising which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986: 3) states that there are three steps in writing, those are: (1) pre-writing, (2) writing a first draft, and (3) revising or

post-writing. It means that these three steps are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

Ramirez (1995: 300) says that writing can be done through some phases as the following quotes:

“Writing activities can be structured along developmental, process-oriented, and proficiency-based models. A process oriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience, and grammatical accuracy.”

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing. Furthermore, according Ackley (1986: 3) states whatever your thoughts about it, may be the act of writing is a process. When you engage in the writing process, you gradually learn what ideas, what you have about people and things. You then select ideas you want to express.

From this statement, it means that the most important thing in writing is the process. Therefore, in learning writing, students are trained to write down their ideas through the right steps, so that they will produce a better and readable writing.

d. Process of Writing

There are several steps to do writing. According to Oshima and Hogue (1991:3), writing is never one-step action, there are several steps to write. It means that we must prepare what we are going to say and how we can write it. Before we write some ideas, we have to do some processes. They are:

1) Prewriting

Prewriting is the preparation before writing. It helps the writers to choose their topics and write the generated ideas that will be used in their writing. Some steps in prewriting are:

a) Choosing and narrowing a topic

After the writers have a topic, they must make that topic a specific part so that they can write it clearly.

b) Brainstorming

After the writers have a specific topic, they have to start to write more quickly.

2) Planning (Outlining)

Planning is transferring the brainstorming into an outline. The steps is list the word that having connection with your ideas. After that, the writers write a topic sentence and outlining it.

3) Writing and Revising drafts

After finishing the outline, the writer can revise it in order to improve through change, add, or delete. And also the writer can check the sentence structure, spelling, punctuation, etc.

4) Writing the Final copy

This is the last steps of writing process. The writers should have the copy to be saved in their mine.

Meanwhile, Harmer (2004:5) states that the process of writing has four main elements that has similarity with Oshima and Hogue's opinion, namely:

a) Planning

Before starting to write, the writers have to try and decide what the materials that they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. They are the purpose of their writing, the audience they are writing for, and the content structure of the piece—that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b) Drafting

The write can refers to the first version of a piece of writing as a draft. As the writing process goes to editing, a number of drafts may be produced on the way in the final version.

c) Editing (reflectng and revising)

Reflectng and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing skill help the author to make appropriate revisions.

d) Final Version

Once writers have edited their draft making the changes they consider to be accessary, to produce final version.

We mightdecide to represent these stages in the following way:

Planning → drafting → editing → finaldraft

e. Teaching writing

Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are: (1) teacher modelling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse students needs, (5) exploiting the use of computers in process writing.

(1) Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.

(2) Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.

- (3) Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two period composition lesson. Process skill can be repeated until it teaches the improvement.
- (4) Catering to diverse students needs means that the teacher should implement a flexible programme to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.
- (5) Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. In this case, Brown (2004: 221) classified writing skills into six microskills and six macroskills as the following quotes: Microskills: 1) Produce graphemes and orthographic patterns of English. 2) Produce writing at an efficient rate of speed to suit the purpose. 3) Produce an acceptable core of words and use appropriate word order patterns. 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization),

patterns, and rules. 5) Express a particular meaning in different grammatical forms. 6) Use cohesive devices in written discourse. Macroskills: 7) Use the rhetorical forms and conventions of written discourse. 8) Appropriately accomplish the communicative functions of written texts according to form and purpose. 9) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 10) Distinguish between literal and implied meanings when writing. 11) Correctly convey culturally specific references in the context of the written text. 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the above explanation, the teacher can determine the techniques to teach writing which are appropriate with students' ability. Examples of activities that can be done in the classroom based on the microskills and macroskills are: (1) re-writing a sentence or a paragraph, (2) writing a paragraph with right words, right grammar, and proper cohesive devices, and (3) writing a paragraph through processes fluently :

(1) The Evaluating Student Writing

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts

to group the many and varied skills necessary for writing good prose into five general components or main areas.(adapted from J. B. Heaton 1990:135)

(2) Language use

The ability to write correct and appropriate sentences.

(3) Mechanical skills

The ability to use correctly those conventions peculiar to the written language. Example : punctuation, spelling.

(4) Treatment of content

The ability to think creatively and develop thoughts, excluding all irrelevant information,

(5) Judgement skills

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

2. Narrative Text

a. Definition of Narrative Texts

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2)

state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

Kane in <http://www.englishindo.com/2013/08/narrativetext.html>

gives a definition of narrative as the following quotes:

“A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology.”

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structure of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution
In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

c. Teaching Writing Narrative Text

As an international language, English are also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance :

- 1) To give students on effective reading ability
- 2) To give students the ability to understand spoken English
- 3) To give students a writing ability
- 4) To give students a speaking ability

One the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialouge put the readers in the scene and make it happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing.

d. General Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing.

The researcher choose “Narrative Texts”, as the writing material. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, the researcher can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.

A good narrative uses wire to paint a picture in our mind of:

- 1) what characters look like (their experience),
- 2) where the action is taking place (the setting),
- 3) how things are happening (the action).

The characteristics of narrative texts among others:

- 1) It tells us about a story of event or events.
- 2) The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- 3) The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Therefore, based on Anderson (1997: 15) it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways researcher should use for narrative that achieves all of the following goals:

- 1) it is unified, with all the action a developing central idea.
- 2) It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- 3) It introduces the four *ws* of a setting- who, what, where, and when- within the context of the action.
- 4) It is coherent, transition indicates changes in time, location, and characters.

- 5) It begins at the beginning and end of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- 6) It builds towards a climax. This is the moment of most tension or surprise a time when the ending is revealed or the importance of events becomes clear.

e. **Language features Narrative Text**

Anderson (1997: 15) opening words capture reader's interest :

- 1) May use storytelling conventions : using the opening sentence that describes the past. (especially in Myths, Fairytales: "Once upon a time").
- 2) First or third person storyteller or "voice" : using the first person pronoun or third.
- 3) Process or action verbs to recount events : share experiences or actions taken by leaders.
- 4) Most often in the past tense, but may be in the immediate present for effect
- 5) Vary sentences length: many varieties of sentence (simple, compound or complex)
- 6) Short sentences increase tension; longer sentences provide contrast and detail

- 7) Time words connect events (e.g. After that...; Then...; A few moments later...)
- 8) Noun groups describe characters and settings (e.g. the noisy children playing in the park)
- 9) Dialogue develops action and characters : developing story and characters that show the reaction between characters.
- 10) Tense may change within the dialogue : many uses direct sentences.

f. Generic Structure of Narrative Texts

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

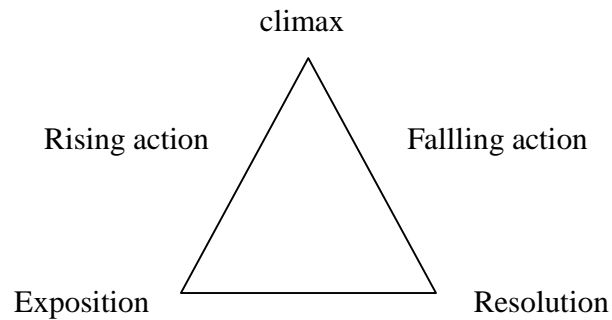


Figure 2.1 The Schema Generic Structure of Narrative Texts

That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing.

The Freytag triangle consists of:

- 1) the Exposition, it establishes the characters and situation.
- 2) Rising action, it refers to a series of complications that lead to the climax.
- 3) climax is the critical moment when problems/ conflicts demand something to be done about them.
- 4) Falling action is the moment away from the highest peak of excitement.
- 5) The resolution consists of the result or outcome.

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

1) Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2) Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them from reaching their goal.

3) Sequence of event/Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

4) Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

5) Reorientation/Coda

It is an optional closure of event, closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

g. Advantages and Disadvantages of Teaching Narrative Text

Each aspect of narrative text offers to own advantages and disadvantages in the student of storytelling or simply conveying information. Students have to leave about how to be success in writing narrative text. According to Elliot (2011:39) in his article, a narrative text have the advantages and disadvantages as the followings.

1) Creative Voice

Narrative text generally utilizes a more creative authorial voice when compared to technical prose. Often in storytelling, the narrative pertion of the text will either be told from the first-person perspective of one of the characters, or from an authorial third-person perspective that nevertheless reflects characters' thoughts and actions. An advantage of the this is that you can write a more creative, involving narrative for your readers. A disadvantage is that readers are less likely to fully glean underlying implications from a narrative when compared to technical prose, which is more straighforward and transparent.

2) Subjective Information

Use narrative text to convey subjective information to your readers. That is very advantages in storytelling as the narrative style itself is a large part of the reader's experience with the story. By narrating from the perspective of a character in the story, or from a limited authorial perspective, the writer conveys subjective or incomplete information to the reader. This can be used to build suspense, mystery and reader involvement. However, subjective information is disadvantageous when the writer wants to convey something to the reader in as simple and complete a form as possible. For such a task, expository writing is better suited.

3) Descriptive Power

Related to the creative aspect of narrative text is its power of description. When writing in a narrative style, you are able to exercise your creativity when describing characters, scenes or events. Like the cinematography of a film, creative description sets the mood of a narrative while also conveying underlying implications, often in metaphor. For readers simply looking for information, creative description is disadvantageous, as it will likely seem cumbersome. However, for readers engaged with the text, your narrative descriptions will become a large part of the text experience.

4) Storytelling

Most commonly, narrative text is used so narrative the most important thing of a story, as opposed to the sections of character dialogue. To seem realistic, dialogue generally has to be short-winded and relatively simple in style. Narrative text, on the other hand, can be written in a denser style in which a lot of information is packed.

From the explanation above, it can be concluded that in writing narrative text, the students can write a more creative in their story so that the readers can enjoy the writing. For readers, who is simply looking for information, creative description is disadvantageous, as it will likely seem cumbersome.

3. Task-Based Instruction

In this section, the researcher explains about Task-Based Instruction (TBI) it divide into three points. It includes the definition of Task-Based Instruction (TBI), the purpose of Task-Based Instruction (TBI), and the problems with it.

a. Definition of Task-Based Instruction (TBI)

TBI has been defines by many expert. According to Ellis (2003: 243) “Task based Instruction consists of the students just performing a task. Options selected from the pre task or post task phases are non obligatory but, as we will see, can serve a crucial role in ensuring that the task performance is maximally effective for language development.”

Another definition comes from Nunan (1991:282) who states that TBI is frequently justified by the “rehearsal rationale”. This is especially so where time is limited and out-of-class exposure unavailable, thus making heavily task-based programs inappropriate for most of the world’s language learners. R. Ellis (2002:24) also states that:

“TBI learners are unlikely to spend much time, for instance, memorizing word lists, learning rules or examples by heart, or translating sentences. It can encourage a view of language instruction which overvalues noticing, in the belief that, with some exceptions, an adequate or even full control of structural features can generally be achieved by making target language forms in the input salient enough to be taken in and processed.”

According to Peter Skehan’s (1998a:95) concept of task seems to chapter the essentials. Based on the definition above, Task-Based Instruction can be defined on a process where the students why perform a task is asked by the teacher in their instructions. It is considerably less effective for the systematic teaching language because the teacher did not use media to teach the students.

b. The Purpose of Task-Based Instruction (TBI)

Every method has a different purpose. The purpose of TBI is to teach language. According to Harris (1993:11) Any course of language instruction must establish an appropriate knowledge and skills based on the learner. This means solving three problems:

- 1) *Selection and presentation*: The most important linguistic elements for learners’ purposes must be identified and made available for learning.

The learning and teaching process which had done was aimed to train language skill.

- 2) *Estabilishment of a knowledge base.* The forms and use of new language items must be fixed in learners' long-term memory. Knowing the characteristic of the text could help students easier in writing process.
- 3) *Development of recall and deployment base.* *New material, once learnt, must* become efficiently retrievable for comprehension or production. Where language use involves not only recall but also computation (for example applying a morphological or syntactic rule, matching a grammatical form to a meaning or situation), learners must square the ability to perform the operations required with reasonable accuracy in real time.

Ramirez (1995 : 88) recommends four major points to consider during the planning stage:

1. The purpose of the task (e.g., find the main idea in a story or practice a certain grammatical feature).
2. The content of the task (e.g., skills needed to make a phone call or go shopping).
3. How the task is accomplished (e.g., recall and/or transfer of previously learned information or skills).
4. Location where the task is performed (in class, outside class, or at home for homework)

c. Classroom Activities of Task-Based Instruction (TBI)

Classroom activities vary somewhat among different task-based programs, depending partly on whether they focus on pedagogic or real-life/target tasks. The latter type of program tends to incorporate role-play activities. Richards (1985: 111) describes Richards (1985: 111) describes a target task-based program for Japanese college students in a Summer program in the U.S. A needs analysis identified tasks that students needed to be able to carry out in English, including social survival transactions, informal face-to-face and telephone conversations, and service encounters.

d. Role teacher and student of Task-Based Instruction (TBI)

1) Teacher :

- a) Selector and sequencer of tasks : A central role of the teacher is in selecting, adapting, and/or creating themselves and then forming these in keeping with learner needs, interests, and language skill level.
- b) Preparing learners for tasks: some sort of pretask preparation or ciung is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedure.
- c) Consciousness-raising : the teacher employs a variety of form-focusing techniques, including attention-focusing pretask activities,

text exploration, guided exploration, guided exposure to parallel tasks, and use of highlighted material.

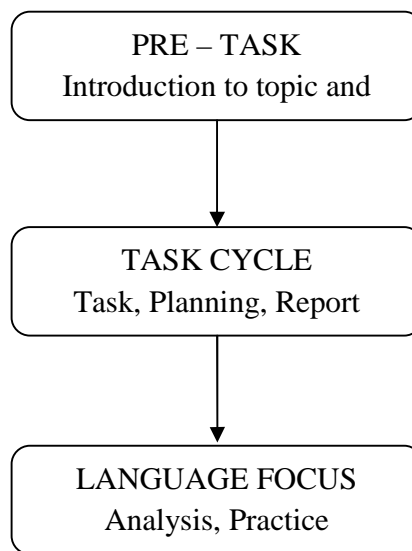
2) Learner Roles :

- a) Group Participant : Many tasks will be done in pairs or small groups. For students more accustomed to whole-class and/or individual work, this may require some adaptation.
- b) Monitor : In TBI, tasks are employed as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to “attend not only to the message in task work, but also to the form in which such messages typically come packed.
- c) Risk-taker and innovator : Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may need to be developed (Richards and Rodgers 2001)

e. The Framework of Task Based Instruction (TBI)

Richards (1985: 111) describes procedures specify what learners actually do with the input. According criteria for the task, teachers consider the authority of learning procedures and input.

Figure 2.2 The Authority of Learning Procedures and input



B. The Previous Related Studies

The previous studies that is in line with the researcher's research is entitled The Implementation of Guided Writing Procedures in Teaching English Writing Skill of the Second Year Students of MAN Sukoharjo written by Mamik Kridowati, a student of English Department of Institute Islamic College (IAIN) of Surakarta.

Writing English is reputed as difficult activity for many students. For the teacher and students of MAN Sukoharjo, writing was considered as difficult skill. There are many ways to teach writing but one way that provides enough is guided writing which is used by the teacher in MAN Sukoharjo to train writing skill of students.

This research is aimed at answering two problem statements: the implementation of guided writing procedures in teaching English writing skill and the result of the implementation of guided writing procedures in teaching English

writing skill. The main employed theories of the nature of writing teaching writing, and guided writing.

The technique of the research is qualitative descriptive. The sources of the data are from events, respondents, and documents. The techniques of collecting data are observation, interview, and document analysis. The techniques of analyzing data are reduction of the data, display of the data and drawing conclusion.

The result of analysis that the implementation of guided writing procedures in teaching English skill of the second year students of MAN Sukoharjo was well conducted by the teacher. The teacher has important roles in teaching learning process. The pictures are used by teacher to grasp the students' interest. The result of the implementation are in line with the standard competence in syllabus of English subject for class VIII semester 2. The result shows that the written works of students are well organized based on the structure of the text. The students also have self confidence to write because the teacher had trained them before writing.

Although the title has a similarity about writing skill, but actually there is also a differentiation. The previous related study discusses about guided writing, but the researcher's study is about Task Based Instruction.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is included in qualitative research because it relies on the collection of qualitative data. In contrast with quantitative research, qualitative research tends to emphasize meaning and context more than specific findings in the form of facts or a particular element of knowledge. The differences between qualitative and quantitative research in the interest of the researcher in the context and complements of the interpretation and description rather than the relatively narrower focus on dependent and independent variables and hypothesis testing under controlled condition that characterizes much qualitative research (Emanuel and Wiliam, 1997: 336).

The type of this research is descriptive method as the purpose is to describe the implementation of teaching writing narrative text by using task-based instruction. Brumfit and michell (1995:11) say that descriptive research will aim at providing as accurate account as possible of what current practice is how learners do learn, how teachers do teach, what classroom do look like, at the particular moment in the particular place. That is why the research is qualitative descriptive research. Qualitative descriptive research is a method choose when straight descriptions of phenomena are desired.

In conclusion, the research is a descriptive qualitative research. This research is qualitative since the data are in the form of words. Meanwhile, the

research is a descriptive one since the researcher used descriptive method. This is caused the researcher wants to describe about the implementation of task based instruction in teaching narrative text. This research took place in SMP Muhammadiyah 1 Gatak.

B. The Sources of Data

The research data in this study are collected in the foreign of information about the implementation of teaching writing narrative text by using task-based instruction in the second year students of SMP Muhammadiyah 1 Gatak. The implementation is viewed from the communication between the teacher and the students and among the students themselves in the teaching learning process.

The sources of data in this research includes events, informants and document.

1. Events

The events are in the form of teaching-learning activities in the classroom. It was conducted for the second year students of SMP Muhammadiyah 1 Gatak.

2. Informants

The information include the second year students, Mrs Siti Nurjannah as the english teacher.

3. Documents

The documents in this research are all those concerning the implementation of teaching writing narrative text by using task-based instruction in the second year students of SMP Muhammadiyah 1 Gatak such as a question and answer sheet,

and the instructional material (LKS). The question sheet is arranged by the teacher.

C. Technique of Collecting Data

The data of this research are collected by using some technique of qualitative data collection including interview, observation, questionnaire and document analysis. Photograph and record were also taken during the implementation of the research to produce more accurate data.

1. Observation

Before during a research, the researcher does an observation to know all about the subject. In this research, an observation is done to know the situation in the class. Observation in the classroom during the teaching learning process. This observation was used to know the data about the students' participation, attention, and activities in the classroom.

The observation was done by the researcher and her collaborator. The teacher asked again about narrative text with the social function, and the general structure. Then the students prepared the book to re write about the text before. The teacher also controlled the teaching and learning process. After finishing the work, the teacher gave several questions to know students' comprehension about the text.

2. Questionnaire

The function of questionnaire is used to know the students' opinion towards the implementation in teaching writing narrative text both the material

(narrative text) and the teachers' ability to teach writing whether the students can catch the material or maybe confused. If the students get confused, then they would get some difficulties in writing English narrative text.

3. Interview

Interview with the students, the observer, the teacher, or the principal as the collaborator of the research. The interview was related to the action implementation of the research in the classroom with their opinion and suggestion. In this case, the researcher used an interview guidance to interview the participants. However, there might be any possible questions and unpredictable questions that would occur to find out more information from the participants.

D. Data Analysis

The researcher uses an interactive model of analysis that includes three main components, namely the data reduction, the display of data, and conclusion, the display of data, and conclusion or verification. (Sutopo, 2002:95)

1. Data Reduction

Not all the result of research is important. It means that the important information must be taken and information must be deleted. It the process of the reduction, the writer selected, focused, simplified and abstracted the data in the field note. The data reduction was done during the research activities. In this case, the researcher reduced the information during the research activities. In this

case, the researcher reduced the information during the research activities of the data were unimportant or they are not support the data of the researcher.

The researcher task the data about the teaching and learning process in the writing class by using task based instruction, the form and instruction of teaching writing by using task-based instruction, the teacher's roles in the teaching writing skill by using task-based instruction, the evaluation of teaching writing by using task-based instruction, the writies work of students and students' response. The researcher deleted several data in the field note which not related with the implementation and the result of the implementation in teaching writing skill. (Mamik: 2011)

2. Display of the data

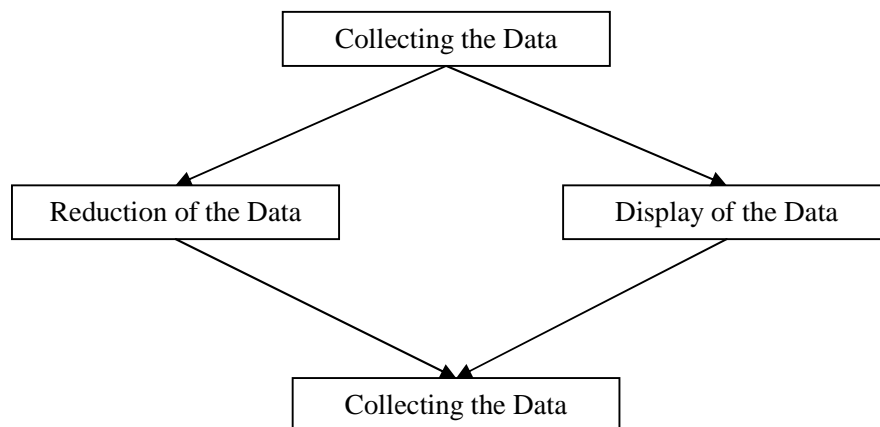
Display of the data means description of the data. The researcher displayed the data them described it. After describing data, the researcher made analysis about the data. The researcher presented data from teaching and learning process in the writing class by using tas-based instruction, then the form and instruction of teaching writing by using task-based instruction, the teacher's rules in the teaching writing by using task-based instruction, and the evaluation of teaching writing by using task-based instruction. (Mamik: 2011)

3. Verification / Drawing Conclusion

The third activity was drawing conclusion. In this step, conclusions were drawn continuously throughout the course of the study. The researcher writes the conclusion based on the observation and the interpretatiob of those observation. (Mamik: 2011).

The researcher took conclusion after presenting the data and analyzing data.

Figure 3.1 The Interactive Model of Analysis



The researcher also used the other model of analysis to know acceptability teaching English using genre based approach, it is componential analysis, according to Spradlay (1980 : 131).

E. Trustworthiness of the Data

In qualitative research, there are some ways which can be applied to develop the trustworthiness of the data. One of them is triangulation. Triangulation is a technique analysis of data which is benefitted something out of data itself in order to check the result of data or as a data comparer:

1. Source Triangulation the use of variety of data source in a study
2. Investigator triangulation the use of several different researchers or evaluator
3. Theory triangulation the use of multiple methods to study a single problem

In this research, the researcher used source triangulation. Source triangulation means to compare and to recheck the validation of information. In order word, source triangulation is purposed to compare the data come from the subject and informant research. In this case the subject of this research is second semester students of writing subject. While the informant is the teacher of writing, that is Mrs Dyah. The researcher also consulted about the analysis of the data to Mrs Dyah as the writing teacher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Based on the observation which has been done by the researcher during the teaching writing narrative text by using task-based instruction, the researcher obtained some findings. The findings of the researcher concerning the implementation of teaching narrative text by using task-based instruction of the second year students of SMP Muhammadiyah 1 Gatak has been discussed in the following section :

1. The Implementation of Teaching Narrative Text By Using Task-Based Instruction

In this section, the researcher presents the findings found in the teaching narrative text. They are : a) the teaching and learning process in the writing class using task based instruction, b) the form of instruction of teaching writing narrative text, and c) the Teacher's Roles in the teaching writing narrative text by using task-based instruction.

a. Teaching and Learning Process in the Writing Text by Using Task-Based Instruction

This research was done in the second year students of SMP Muhammadiyah 1 Gatak during four times. Based on the observation, teacher often used LKS to deliver material in teaching English. English lesson was taught two times in a week.

Task based instruction plays important roles in language teaching pedagogy, some critics note that TBI programs lack organized grammatical or other types of systematic program design. Some current versions of TBI attempt to respond to this criticism by placing tasks in a systematic structure syllabus.

Tasks can be seen as being part of an instructional work plan. A work plan involves an outline of how the task will be carried out and what learners are expected to do to further the completion of the task. For instance, the instructional work plan may involve an academic task designed to promote focus on various language forms used to fulfill particular communicative functions.

Task based Instruction can be defined as an approach in which communicative and meaningful tasks play the central role in language learning and in which the process of using language in communication carries more importance than more production of correct language forms. Authentic language use, the real use of real language in classroom content, fosters a learning environment in which learners have their own say, they again communicative practice within their own sense of the defined goals in TBI.

In other words, learners are to learn the language as they use it. In addition to learning. Even though TBI emphasizes the primacy of meaning, a focus on form has a parallel importance in the language learning. To achieve the first goal, fluency, learners aim to use the target

language in real life situations at an adequate degree of speech rate without disturbing pauses.

From the observations in the class, the researcher found that the process of teaching narrative text by using task based Instruction. They are: 1) the pre-task phase (introduction to the topic and task), 2) the task cycle (task, planning and report), 3) the language focus (analysis and practice).

1) The Pre-task phase

From the observation of teaching and learning process, it could be seen that the teacher used LKS to transfer the material to the students. The material related to the story as the model paragraph. Then, teacher asked the students to open the material in LKS. Some of the students read it. After that, the teacher translated the next that have been read by the students. Then, the teacher gave the questions which represented with the text given before.

From the observation of teaching and learning process, it could be seen that the teacher used LKS to transfer the material to the students. The material related to the story as the model paragraph. Then, teacher asked the students to open the material in LKS. Some of the students read it. After that, the teacher translated the next that have been read by the students. Then, the teacher gave the questions which represented with the text given before.

After one of the student read the first paragraph, teacher asked the students to try to translate it. Some of the students tried to translate it correctly, but just for several words. Then, the teacher helped them to translate the paragraph.

This first step was done by the teacher with some purposes. The data of interview with the teacher show that the teacher wanted to make students easier to comprehend the paragraph with translate the text. Besides, the teacher wanted to get the interest of the students so they would be curious into the next session with the story.

2) The during task-based phase

After reading the example of text, students were asked by teacher with several questions which were related to the model paragraph. The teacher asked about what kind of genre of the story, then about its social function and generic structure. The explanations which were taught by teacher were as follow :

d) Social Function

To amuse, entertain and to deal with actual or vacarious experience in different ways. (it deals with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution)

e) Generic Structure

(1) The Exposition, it establishes the characters and situation.

- (2) Rising action, it refers to a series of complication leads to the climax.
- (3) Climax is the critical moment when problem/ conflicts demand something to be done about them.
- (4) Falling action is the moment away from the highest peak of excitement.
- (5) The resolution consists of the result or outcome

Some explanation before are the social function and general structure of narrative text. Then the teacher asked some of the students. The teacher wrote several questions for students on the white board. Then, the students answered it by themselves. After finishing their works, one of the students collected it to the teacher. The teacher analyzed the student's answers. The teacher said:

"Apa gagasan utama pada paragraf kedua?"

"Sahala berjanji kepadanya bahwa dia tidak menceritakan tentang itu."

"The main idea of the second paragraph is"

"Sahala promised her that he could not tell anyone about it"

(student's response)

From that, the teacher evaluated the students' answers and the results were correct. It can be concluded that the students have comprehended the text. And also, when the teacher asked the students orally, the teacher hoped that in the process of teaching writing, the students would understand about the material. She also

wanted that the students were not afraid to answer the questions that were given by her.

3) The post-task phase

The language features of narrative text showed that a tense that was used in the sentences was past tense, so teacher' gave the material about past tense. The observation showed that the teacher gave example of verb in past form, for example

Table 4.1 Teacher's example in past tense

V1	V2
Prepare	Prepared
Cook	Cooked
Study	Studied
Listen	Listened
Open	Opened

After that, the teacher commanded the students to find another verb that showed about past tense from the dictionary or asked their friends. The students' list was, for example :

Table 4.2 The student's work in past tense

V1	V2
Visit	Visited
Close	Closed
Try	Tried
Study	Studied
Answer	Answered

Cry	Cried
Clean	Cleaned
Confuse	Confused
Play	Played
Start	Started

Because some of the students just added “ed” in the end of the words, the teacher said that :

“ in the form of past tense, it does not mean that just adding “ed” in the end of the words. If the end is “ed” it can be called regular verb.” Then, these are some example of irregular verbs”.

Table 4.3 Example of irregular verbs

V1	V2
Leave	Left
Bring	Brought
Buy	Bought
Write	Wrote
Sweep	Swept

Based on the observation, dictionary had important functions. Students could open dictionary to find several words which they did not know in English. Furthermore, most of the students did not know the past form of the verbs especially the irregular verbs, so students opened the dictionary would be the best solution.

The interview with the english teacher showed that the dictionary was also an instrument for students to translate words.

The dictionary could make students easier in translating from Indonesia into English or English into Indonesia. The teacher said :

“Kamus sangat berarti buat siswa mbak. Kamus sangat membantu siswa dalam mengartikan maupun mencari V2 atau V3.”

“A dictionary is important for the students. It's very helpful for the students in translating the meaning or looking for V2 and V3.
(Teacher's response)

b. The Form and Instruction of Teaching Writing Narrative Text By Using Task-Based Instruction

From the observations, it showed that the form of teaching writing narrative text by using Task-based instruction (TBI) was in the written and spoken form. Firstly, teacher presents the material then teacher and students were in the session of discussion. In the section of TBI, students were instructed to find some word in the form of past tense.

Although she did not use the modern media, the teacher always invited the students to discuss together about the material. It aimed to make students not bored in the English class. During the process of observation, the researcher analyzed that the instruction of teaching was question and answers. The students may use Indonesian to answer the question. They can also ask question in Indonesian language. When teacher asked a question, students answered a directly without any preparation.

“Apa tujuan narative teks, Sun? Kalau cerita itu tujuannya apa?” tanya guru kepada Sunardi.

“Menghibur, bu”, Sunardi menjawab
“What is the purpose of Narrative text, Sun? If it is a story, what is the purpose of it?” teacher asked Sunardi
“To entertain Mrs.” Sunardi answered.
(Classroom observation 1)

The instruction during learning process was also given in the written form. Teacher wrote some instruction to students. The written instruction were shown from the board as follow :

- 1) Answer The Question!
- 2) First out the structure of narrative text from the paragraph!
(writing test 1)
- 3) Find out the form of past tense from the paragraph also?
(writing test 2)

From the data of interview, it can be said that the teacher used question and answer form to know the relation between the teacher and the students in the process of teaching and learning, whether the students understanding or not about the material.

c. The Teacher's Roles in the Teaching Writing Narrative Text By Using Task Based Instruction

Teacher had important roles in the process of teaching writing narrative text using task based instruction. The teacher was not only as people who just deliver material to the students, but also had more duty. From the data observations, this research finds out some teacher roles during the teaching and learning process. They are : a) teacher as

controller, b) teacher as corrector, and teacher as motivator. Those roles are explained as follows:

1) Teacher as controller

Based on the observations in teaching writing narrative text using task based instruction, teacher indicated that one of her roles was as controller. The teacher transfer the material from LKS then delivered it to the students in class. During the process of teaching and learning, she explained the material, made questions to students and also answered the questions from students. The process of teaching and learning was controlled by the teacher and the students try to be active in the class. It was seen from the discussion version to comprehend about the material as the teacher's words.

".... karena dengan kita mengontrol anak, saya kira anak akan termotivasi untuk memahami isi bacaan."

".... because if we controls the students, I think the students will be motivated to understand the text."

(Teacher's response)

If the teacher controlled the students, they would feel that the teacher cared about them. So the students enjoyed and understood the material easily.

2) Teacher as corrector

The role of the teacher as a corrector could be shown when the teaching learning process run. The teacher gave correction to the students work orally and in written form when rhey answered the teachers' questions. Sometimes, they misunderstood about the

question the question with the answer, or in the tenses. These happened to almost all students who answered the questions spontaneously.

For exercises, the teacher gave some exercises to students in written work. Students found the word with simple past tense orally or from the dictionary. Students did the exercises by themselves. The teacher often asked the students work to know whether the students found the difficulties or not.

Based on the interview with Annisa as the one of the students, she stated that she was really helped by the teacher. This students said that the teacher was good for her because the teacher always asked the students' difficulties. The teacher made correction to students' work, so they knew about their errors as the students words:

"Menurut saya, peran guru dalam pengajaran sudah baik. Bu Dyah selalu bertanya langsung tentang kesulitan kita. Itu sangat membantu dalam mengerjakan tugas mbak."

"I think, teacher's role in the teaching is good. Mrs Dyah always ask orally about our difficulties, its very help in doing aour exercise."

(Student's response)

The observation explained that when the teacher found the students' difficulties, she will correct them. As the corrector, she said that some of her students confused to take the words from the dictionary to their work. She told her students to be careful in writing regular and irregular verb in past tense.

3) Teacher as motivator

From the observation, teacher always motivated students to answer wuestions whether orally or written in the class. The teacher always told her students to be confident when they answere the question whether it was right or wrong. When there was a student who answered the question with wrong answer, she did not angry with her/him. When she found a student who made noises in the class, the teacher called the name and sked to him/her whether had finished the work or not. If he/she had not finished it yet, the teacher motivated her/him, by giving reward. This statement was taken from the observation which is done by the writer in the class.

Ayo dikerjakan nanti kalau sudah selesai nanti kamu boleh keluar duluan.

Let's do it, if you havee finished, you are allowed to leave the class. (Teacher's motivation)

Another example of motivation was also given by teacher. Such as when a student said that he/she could not do the exercise, the teacher motivated him/her. Based on the documents analysis, the teacher stated the teacher's motivation to students in the question sheets.

"Dicoba dulu, nanti kalau ada kesulitan bisa tanya, kamu pasti bisa."

"You can just try, if there are difficulties, you can ask to me, be sure you can do it!" (Teacher's motivation)

****GOOD LUCK****

(Teacher's motivation)

- d. The Evaluation of Teaching Writing Narrative Text By Using Task Based Instruction (TBI)

From the result of observation, it could be seen that teacher gave some evaluations to students. Based on the observation, teacher gave evaluation to the students in every meeting. In the first session or modeling paragraph, students had been asked by teacher with some questions orally. It means that teacher evaluated students who were active in the class. In the language based instruction, the teacher evaluated students with some exercises in finding the words in past tense. In the discussion on composition, the teacher just looked at the outline which was made by students through discussion with other students.

In the last meeting, students were given writing text. Writing text was written on the white board. From the instruction, it was purposed to know the structure of the text. Besides, the teacher also trained students to find about past tense in the paragraph.

“Find and the structure of narrative text from the Legend of Lake Toba”.
(Writing test 1)

The teacher wrote the paragraph for the students. Then the students rewrote again to answer the questions from the teacher. After the paragraphs had been finished, the answers were collected to the teacher.

From the students’ work can be concluded that almost all of the students result, just one of the students that found difficulties.

The Second is writing test 2 with the same paragraph. From the document, it can be seen that writing test 2 was purposed in

comprehending in writing test 1, students were practiced to find out the words in past tense.

*“Find and the words about past tense in the paragraph.”
(Writing test 2)*

The students learnt about simple past tense that had been studied in the previous session. And these are the students’ answer in finding the words in past tense.

“From the paragraph, I found the several words in past tense, they are : found, took, kept, happened, peeped, saw, prepared, cleaned, surprised, came, asked, told, became.” (writing test 2)

2. The Student’s Difficulties in Teaching writing Narrative Text

Based on the data of observations which were done by the researcher, the researcher knows that some of the students found the same difficulties. Narrative is about story in a sentence. And also the student found some difficulties in finding the meaning of a text. A student said that :

*“Saya kesulitan dalam mencari arti kata dari paragrafnya mba, jadi untuk memulai kembali teks narrative masih perlu bantuan.”
“I have difficulties in finding the meaning of the paragraph, so to re-write again about a narrative text, I needed some helping.”
(A student comment)*

From the statement above, the researcher divided the problems into seven point. They are :

a. Students got difficulties in finding the meaning of a paragraph

Almost all of the students have the same problems. Usually, the word that they used have similarity in their work. Although the teacher translated the meaning of the text, the students did not have their own in writing narrative text. It can be concluded that the students were still

confused about the text because they do not write the teachers' translation, but just remembered it. They solved that problem, by asking the teacher again or their friends, and also opening the dictionary to find the word that they did not know the meaning.

b. Students were unfamiliar with sentence in past tense

Students usually used a present tense in their word or sentences. Because the tense is familiar with them and easy to be used in their daily lives. Present tense is also the original word, without adding with (ed) or another. so the students prefer to use it. But, a narrative text tell the story in pas tense and the verb must also in past. The original word, with "ed" and it will be different it is irregular verb. This case make the students feel confused to find the verb in a past to resume astory or continue the story. Some examples of students' work are as follow :

"Oneday, a fisherman named Bathara Guru Sahala lives in Batak Island,"
(A student answer)

Actually, in the original text it is **lived**. And the end of the paragraph is follows:

"Then the earth begin to shake, and volcanoes start to erupt. The earth crack and formed a big hole."

And the original text is :

Then the earth begin to shake, and volcanoes started to erupt. The earth cracked and formed a big hole.

The students usually made a sentence in the form of present tense. So they were still confused with another tense, in this case is past tense. To solve this problem, the teacher asked the students to list some verbs first. From that, they could solve several problems in writing narrative text to combine words in a sentence.

B. Discussion

The researcher found that the implementation of teaching narrative text by using task based instruction in teaching writing skill as a good technique in teaching writing for the second year students of SMP Muhammadiyah 1 Gatak. But it will be better if the teacher used media like pictures or studying outdoor. This technique is good because it did not waste the time if they go to the laboratory. The students comprehended the material and result of the test were good. They have been trained to make sentences and arranging the sentences into paragraph and then into a good composition. The discussion session also opens the students to share their ideas with others, so the class is not just in the form of structuring sentences.

Almost all of the teachers at SMP Muhammadiyah 1 Gatak used the instruction to ask the students to do exercises. I think, this is an old method to teach the students in this era. The teacher should have a new method so that the students enjoyed the subject more. Task based instruction (TBI) could be applied

for teachers in writing narrative text. There are some points that could be discussed in this part which includes as follows :

1. Implementation

This research concerned with the writing skill. Task based Instruction is used as the way to support the students to write. This implementation was hoped that it can attract the students' attention to explore their ideas more. This implementation was discussed in some points :

- a. The writing activity

This research was in the form of writing as the main activity. In the other hand, it was also in the form of oral activity or question and answer. This is the opinion from Ellis (2003:243) who states that "Task based instruction consists of the students just performing a task from teachers' instruction. This was also followed by the teachers in SMP Muhammadiyah 1 Gatak.

In the teaching and learning process, the teacher trained the students to do the process of writing. The teacher commanded them to narrative again about the text have been pointed by the teacher (The Legend of Lake Toba) in a workbook to analyze the structure of the text and the word in past tense.

The implementation of teaching narrative text by using task based instruction in SMP Muhammadiyah 1 Gatak is started from paragraph model, comprehension questions, language based exercises, discussion composition, and written composition. The students were trained to make

past sentences in the language based exercise session. Students were allowed to use dictionary to find the word in past tense. Discussion session or composition was provided by the teacher for students to share their difficulties. At the last, the students wrote their individual writing from a source.

The process of teaching and learning was not far from the teacher's roles. The teacher as controller, corrector and motivator help students in writing activity. As the controller, the teacher controlled the students to follow the teaching and learning process. As the corrector, the teacher made correction to students work if she found mistakes.

b. Material

The material of teaching was taken from LKS Bahasa Inggris which was publishing by Haryadi. It is about the example of narrative text and past tense sentences. The evaluation materials were also made by the teacher. The content of the evaluation was related with the indicator in the syllabus of teaching and learning writing skill in English subject KTSP for SMP/MTs class VIII semester.

c. Media

Media used in this research were white boards and LKS. The teacher always used this media, because the teacher were still using traditional method. There were no LCD, so, the teacher just used the whiteboard in the class.

2. Result of the implementation

This result of this technique was students comprehend the narrative text because the result were good. They could also make resume of narrative text. They knew their writing well, from the orientation, complication then resolution. Teacher made correction in their writing. So there were many correction and teacher knew the students' difficulties. The punctuation and writing were not paid attention by some students.

The above case supports the opinion of Reid as stated Teaching ESL Writing (1993:26) that the purpose of teaching writing skill to students are as reinforcement, language development, learning style and as a skill. The learning and teaching process which had done was aimed to train language skill. Task based instruction could help students practice their writing skills, accommodating with reading skills which are correlated with each other in the class. The students could practice their reading by reading the text as the model paragraph. After that text had been read, they resume it has the writing skill practice.

During the process of observations, interview and data analysis with the teacher and students, this implementation had some strength. First, the students had knowledge about the characteristic of the text before writing. Knowing the characteristic of the text could help students easier in writing process. They could write by connecting the word choices with its

characteristics. Secondly, in the end of two paragraphs, the students resume the text without reading. The last, it could build students' confidence.

Based on the discussion above, the implementation of task-based instruction in teaching English writing skill of the second year students of SMP Muhammadiyah 1 Gatak was well conducted. The implementation of task based instruction in teaching English writing skill was able to train the students' proficiency in writing based on the syllabus of English subject VIII class in second semester. The syllabus stated that the standard competence for writing skill was for expressing the monologue/written essay one of them was in the form of narrative with accurately, fluently, and acceptable in the daily activity context and also accessing knowledge. One of the indicator shows that students have to write the text in the form of narrative with good coherence and context.

The result of implementation of task based instruction of task based instruction on teaching writing skill has fulfilled the standard competence in the syllabus where the students able to make narrative text with good coherence and the context was based on the correct text structure. The students could write narrative text individually, found the word about past tense, and revise sentences.

The process of teaching and learning in the writing class by using task based instruction in SMP Muhammadiyah 1 Gatak showed that writing skills of students were good by using this method because the students could comprehend the material better.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is about the implementation of task based instruction in teaching English writing skill. It is one kind of technique of teaching writing, the function of this technique is to support the teaching and learning process of language, especially English.

Based on the data analysis can be concluded that the teaching writing by using task based instruction is well conducted. In conclusion, this research explains about writing activity. It is started when the teacher trained the students to do the process of writing. They read first re-write again without reading it. Although, this is not good in the process of writing, students enjoy it and can do it well. But for another meeting the teacher said that she will try to do the process of writing correctly.

Based on the data observation, the students find difficulties in teaching writing narrative texts, students were unfamiliar with sentence in past tense and they have to list the past tenses first. From the teacher's role, the researcher concludes the impacts of teaching narrative text by using task based instruction as follow : 1) the students feel happy and enjoy the class, when the teacher really care with them in controlling the class when the teaching and learning process is run, 2) when the teacher correcting the students' answer, it given impacts to the students in knowing the results of their work. 3) when the teacher motivates the students, it makes the students confident in answering the questions.

The result of implementation of task based instruction in teaching writing skill has fulfilled the indicator in the syllabus where the students are able to make texts with correct structure of the texts. The students can write narrative text individually.

Finally, the researcher knows that this research is not the end of the problems being studied. The result of this study does not prove that something is good for all time. Thus, this study needs to be continued on and by other researcher. There are many other techniques in teaching writing that can be taken as the objects of the research studies.

B. Suggestions

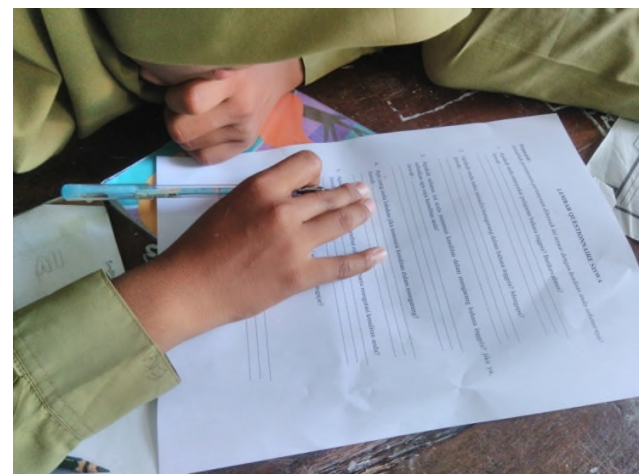
The researcher would like to give some suggestions for students, the teacher, and the school who read this thesis, especially the English teacher who intends to conduct the similar technique. Since the result of this study shows that the use of task based instruction in teaching writing was good, the researcher suggests for the students, for the teacher, and for the school.

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Appendix 01



Appendix 02

List of the Students' Name

No	Nama
1	Alfredo Bagus Prakoso
2	Aris Ma'sum
3	Amah Wiji Saputro
4	Aldi Iswandono
5	Annisa Pramudita Sari
6	Atriya Valentina Hapsari
7	Adit
8	Bagas Efendi
9	Bima ali Syahbana
10	Cindhy Azzahra Rahmawati
11	Dea Syahfitrie
12	Deby Nur Anggraini
13	Dini Maharani
14	Eka Yudha Pramudani
15	Eva Puspitasari
16	Eka Apriliana Saputri
17	Fadhila Rizki Romah
18	Ferdian Febriyansyah
19	Fajar Wahyu Nugroho
20	Fauzi Astiza Rahman
21	Giovani Patrin Dewi
22	Goras
23	Herry Prasetyo
24	Jesika Anggun Priatna
25	Mariyatun
26	Rakha Yoseviva

Appendix 03

LEMBAR QUESTIONNAIRE SISWA

Petunjuk:

Jawablah pertanyaan-pertanyaan dibawah ini sesuai dengan keadaan anda sebenarnya!

1. Apakah anda menyukai pelajaran bahasa inggris? Berikan alasan!
Jawab:
.....
2. Apakah anda suka menulis/mengarang dalam bahasa inggris? Mengapa?
Jawab :
.....
3. Apakah selama ini anda menemui kesulitan dalam mengarang bahasa inggris? jika ya, sebutkan apa saja kesulitan anda!
Jawab :
.....
4. Apa yang anda lakukan jika menemui kesulitan dalam mengarang?
Jawab :
.....
.....
5. Apakah langkah-langkah tersebut cukup membantu mengatasi kesulitan anda?
Jawab :
.....
.....
6. Media apakah yang sering dipakai guru dalam mengajar?
 - a) Papan tulis
 - b) Buku LKS
 - c) Gambar
 - d) Lagu
 - e) VideoJawab :
.....
.....

*Boleh jawab lebih dari satu

Appendix 04

FIELDNOTE 1

Monday, September 26th 2016

The bell was ringing. The teacher and I entered the class. Then the teacher asked the students to sit down on their chairs and be silent. I sat down on a chair in the corner of the class.

After that, the teacher opened the class by saying *“Assalamu’alaikum warrahmatullahi wabarakatuh”*. And then the students answered: *“Wa’alaikumsallam warrahmatullahi wabarakatuh”*. The teacher asked, “Good morning students how are you?” The students answered: “I’m fine thank you”. “Is there any absent today?” asked the teacher. The students answered: “nihil Mom.....” After opening the class, the teacher explained the material to teach for students that day. The teacher asked two of the students to take several dictionaries from the office. Then the teacher talked about her experience in her holiday before. She ask the students: *“When I tell about the story, have the story is happened? And what kind of tense?”* and the students answered: *“Past tense bu.”*

The teacher said, “Today we will relearn about it”. Then, the teacher gave several words as the example of past tenses. After that, she asked the students *“Who knows the word “go” in past tense?”* Then some of the students answered : “goed” Miss.... After that the teacher explained that the word “go” is irregular verb, so the answer will be “went”. Then the teacher asked the students to find out another words in past tense from the dictionary. The students did the task.

The teacher sat in the teacher’s chair and asked the students when they doing the task, if they found some difficulties or not about the task. When the students have finished the task, she asked the students to collect it.

Finally, the electric bell rang the teacher gave conclusion about the meeting that in V2 no need to “ed” in the end of the verb. After that, the teacher said *“Wassalamu’alaikum”* to finish the meeting. Then, the students answered with *“Wa’alaikumsalam warahmatullahi wabarakatuh”*. The last, the teacher and I walked out of the class to come back in the office.

FIELDNOTE 2

Friday, September 30th 2016

The electric bell rang. The students seemed happy. Then the teacher and I entered the class with the same position as before. After the students were ready to study, the teacher said “*Assalaamu’alaikum*” and invited the students to pray together also. In the second meeting, The teacher begins to talk about narrative text.

The teacher asked the students :

A : “*Who still remember about narrative text?*”

B : “I do Miss, Anisa answered: About the legend by using past tense.”

A : “And about the structure of the text?” (teacher question)

And all of the students answered :

“Orientation, complication, and resolution miss.”

From the dialogue above, it can be concluded that the students still remembered about the narrative text. After that, the teacher asked the students to open the LKS page 17 as an example of narrative text. Then the teacher asked some students to read it. After that, the teacher transferred the meaning then gave explanation about structure of the text.

Suddenly, the bell rang. Then the teacher gave conclusion about narrative text and also the social function then closing the meeting by saying “*hamdalah* and *wassalamu’alaikum warrahmatullahi wabarakatuh.*” And the students answered it with “*Wa’alaikumsalam warahmatullahi wabarakatuh.*”

FIELDNOTE 3

Wednesday, October 5th 2016

The electric bell rang. The students were very enthusiastic. The teacher and I entered the class, just like the previous meeting, the teacher said “Assalamu’alaikum” and the students answered “*wa’alaikumsalam warahmatullahi wabarakatuh*,” and invited the students to pray together also.

The teacher asked again about narrative text with the social function, and the general structure. After that, the teacher asked the students to re write the story with title “The Legend of Lake Toba” and the last two paragraphs must be in their own sentences. Then the students prepared the book to re write about the text before. The teacher also controlled the teaching and learning process. After finishing the work, the teacher gave several questions to know students’ comprehension about the text.

The teacher gave several time to the students to finish the task. Few minutes later, the teacher said : “Are you finish? Then submit the works to me.”

After finishing their works, the students collected their works to the teacher. Suddenly, the bell rang, it is as a symbol that time was over. Then the teacher closed that meeting with saying *Alhamdulillah* and *wassalamu’alaikum warahmatullahi wabarakatuh*. And all of the students answered with *wa’alaikumsalam warahmatullahi wabarakatuh*.” And the teacher gave announcement that in the next meeting will there be an exercise, so the students have to prepare it.

FIELDNOTE 4

Friday, October 21th 2016

The bell rang. The teacher and I went to the class. The teacher started teaching and learning. Just like the previous meeting, the teacher said “*Assalamu’alaikum warahmatullahi wabarakatuh*,” and the students answered it with saying.” *Wa’alaikumsalam warahmatullahi wabarakatuh*” and opened the class with saying basmallah together.

In this meeting, the teacher gave evaluation about narrative text. The students prepared the exercises book to do the exercises. The teacher gave the commands in the question. And the command will be “*Find out the structure of narrative text! and the word in past from the paragraph!*”

The students did the exercises as good as possible and silently because they have prepared before. After teacher gave several time to do it, then she asked : “*have you finished the exercise?*” the students said: “*not yet miss....*” then the teacher waited for several minutes again. After finishing the exercises, the students collected the answers to the teacher.

After the bell ring, the teacher closed the meeting by saying hamdalah together. Then she said “*wassalamu’alaikum warahmatullahi wabarakatuh*”. After that, the students answered it with “*Wa’alaikumsalam warahmatullahi wabarakatuh*” Then, the teacher and I walked out of the classroom.

Appendix 05

INTERVIEW WITH THE STUDENT CATATAN LAPANGAN HASIL WAWANCARA

Objek Wawancara : Annisa Pramudita Sari

Lokasi : SMP Muhammadiyah 1 Gatak

Pewawancara : Tri Prasetyawati

Pewawancara : Maaf ya dik, ganggu waktunya sebentar. Boleh tahu siapa namanya?

Respondent : Annisa Pramudita Sari

Pewawancara : Oh ya, Adina siapa dik?

Respondent : Annisa Pramudita Sari

Pewawancara : Adik suka tidak dengan bahasa inggris?

Respondent : Suka

Pewawancara : Kenapa dik? Apa karena gurunya cantik atau yang lain?

Respondent : Memang suka mbak dari kelas 5 SD

Pewawancara : Kalau tentang narrative dik? Adik mengalami kesulitan tidak? Dalam hal apa? Coba dijabarkan satu persatu.

Respondent : Tidak tahu artinya mbak, dan susah dalam mencari kata-kata

Pewawancara : Bagaimana cara mengatasi kesulitan tersebut?

Respondent : Bertanya dengan teman, cari di kamus.

Pewawancara : Dengan hal tersebut bisa mengatasi kesulitannya tidak dik?

Respondent : Buku, dan papan tulis mbak

Pewawancara : Pernah tidak diajak belajar di lab atau belajar keluar?

Respondent : Belum

Pewawancara : Bagaimana pendapat adik peran mengenai guru dalam pengajaran writing?

Respondent : Menurut saya, peran guru dalam pengajaran sudah baik.

Bu Diah selalu bertanya langsung tentang kesulitan kita. Itu sangat membantu dalam mengerjakan tugas mbak. Kita kan dipandu dulu sebelum kita menulis, jadi kan enak.

Pewawancara : Oh, gitu ya Ok, terima kasih ya dik

Respondent : Ya mbak, sama-sama

INTERVIEW WITH THE TEACHER
CATATAN LAPANGAN HASIL WAWANCARA

Hari/tanggal : Senin, 19 2016

Kegiatan : Wawancara dengan guru Bahasa Inggris

Objek Wawancara : Diah

Lokasi : SMP Muhammadiyah 1 Gatak

Pewawancara : Tri Prasetyawati

Pewawancara : Selamat siang bu, maaf ganggu waktunya. Di sini saya akan mewawancarai tentang pelaksanaan pengajaran bahasa Inggris terutama di kelas 8 bu.

Respondent : Ya, mbak. Ada yang bisa saya bantu?

Pewawancara : Bagaimana menurut ibu pengajaran Bahasa Inggris secara umum di SMP bu?

Respondent : Pada umumnya nilai anak sudah bagus mbak, jarang yang remidi. Tapi anak-anak masih perlu banyak belajar lagi tentang pelajaran bahasa Inggris.

Pewawancara : Kemudian bagaimana dengan writing narrative sendiri bu?

Respondent : Untuk writing narrative, walaupun anak-anak bilang ada kesulitan, tapi nilainya juga sudah bagus mbak.

Pewawancara : Dalam mengajar writing itu sendiri, metode apa yang digunakan dalam mengajar skill writing?

Respondent : Saya menggunakan task based approach, mmmm..... apa ya mbak, task based instruction and small group discussion gitu mbak, tetapi diskusinya langsung barengan mbak, tidak saya grupkan.

Pewawancara : Mengapa menggunakan metode tersebut bu?

Respondent : Karena tidak ada LCD jadi saya ya seperti ini saja mbak. Instruksi secara langsung.

Pewawancara : Ohh begitu nggih.... Ketika dalam narrative text, kesulitan siswa biasanya dalam hal apa bu?

Respondent : Biasanya mengartikan teks sama past tense saya mbak.

Pewawancara : Kemudian selama pembelajaran writing skill, saya melihat ibu sering melakukan tanggung jawab ya bu. Mengapa bu?

Respondent : Ya itu untuk saya mengecek merespon siswa saja apakah siswa itu memahami dan memperhatikan pelajaran saya, untuk mengetahuinya kan saya dari itu, dengan Tanya anak anak.

Pewawancara : Untuk kriteria penilaiann writing, kriterianya apa saja dalam menilai hasil siswa bu?

Respondent : Ya pada benar tidaknya pilihan kata dan verbnya mbak.

Pewawancara : Selanjutnya apa yang siswa lakukan ketika tidak bias mengartikan bacaan atau tensesnya bu?

Respondent : Ya tanya teman mbak, juga cari di kamus. Nanti saya membantu dalam mengartikan bacaan.

Pewawancara : Kalau tentang buku panduan, buku apa yang jenengan gunakan untuk mnegajar bu?

Respondent : Kalau saya biasanya LKS yang dari Galileo mbak, nanti saya anjurkan semua anak punya juga.

Pewawancara : Kemudian dalam pengajaran ini, kenapa yang dibahas dulu tentang karakteristik dari genre bu?

Respondent : Karena saya biasanya menggunakan pendekatan berbasis genre, makanya saya kenalkan dulu jenis teks nya apa, kemudian ciri-cirinya, jadi anak lebih mudah memahami.

Pewawancara : Selanjutnya, bagaimana ibu melatih siswa untuk membuat writing narrative teks?

Respondent : Ini saya suruh meresum, menulis kembali dari bacaan yang sudah di bahas mbak. Soalnya kalau diminta untuk memegang sendiri, mereka selalu tidak mengerjakannya.

Pewawancara : Kemudian apa fungsinya diskusi atau tanya jawab di kelas bu?

Respondent : Itu untuk mengetahui pemahaman siswa mbak, juga ada tidak

	tentang kesulitan dalam materi itu.
Pewawancara	:Saya mendengar jenengan menyuruh siswa untuk mengumpulkan hasil pekerjaannya bu, untuk apa bu?
Respondent	:Dari tulisan itu nanti kan kelihatan siapa yang belum bisa, kemudian yang sudah benar penempatan kalimatnya dalam structure of the text, apa sudah benar belum tulisannya.
Pewawancara	:Kemudian apakah pengajaran menggunakan task based instruction bisa meningkatkan kemampuan siswa bu?
Respondent	: Dari hasilnya ya bagus mbak.
Pewawancara	: Ok bu, terima kasih atas waktunya ya bu.
Respondent	: Ya mbak, sama-sama

APPENDIX 06

NARRATIVE TEXT

Social Function

To amuse, entertain and to deal with actual or vicarious experience in different ways. (It deals with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution)

General Structure

- Orientation : See the scene, introduces participant, setting (how, why, where, when, who, what)
- Complication : a crisis arises
- Resolution : the crisis is resolved, for better or worse

The example of narrative text with the meaning :

The Legend of Lake Toba

One day, a fisherman named Batara Guru Sahala lived in Batak land. He caught a fish. He was surprised to find that the fish could talk. It begged Sahala to let it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was a beautiful that Sahala felt in love her at once. He asked her to marry him. The woman agreed to marry Sahala. However she told him that he must never let out the secret that she was once a fish. Sahala promised her that he could not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however instead of bringing the food to their father, the two girls ate it.

When Sahala knew that they had done with meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of fish!" the daughters did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole became Lake Toba.

After one of the student read the first paragraph, teacher asks the students to try to translate it. Some of the students try to translate it correctly, but just several words. Then, the teacher helps them to translate the paragraph, as follow :

Legenda Danau Toba

Suatu hari, seorang nelayan yang bernama Batara Guru Sahala tinggal di Pulau Batak. Dia telah menangkap ikan. Dia terkejut ketika ikan itu dapat berbicara. Ikan tersebut meminta Sahala untuk membebaskannya. Kemudian Sahala memenuhi permintaannya.

Setelah ikan tersebut bebas dia berubah menjadi seorang wanita. Dia sangat cantik, dan Sahala jatuh cinta pada pandangan pertama. Sahala berkata pada wanita tersebut maukah untuk menikah dengannya, wanita tersebut setuju untuk menikah dengan Sahala. Tapi, wanita tersebut mempunyai syarat kepada Sahala agar Sahala berjanji untuk menjaga rahasia bahwa dia pertama kali adalah seekor ikan. Sahala pun berjanji untuk tidak menceritakannya.

Mereka hidup bahagia, dan dikaruniai 2 orang anak. Setiap pagi Sahala memancing. Kedua anaknya selalu membawakannya makan siang. Suatu hari, walaupun makanannya diantar, kedua anaknya memakannya.

Ketika Sahala tahu, dia sangat marah. Dia berteriak “kalian adalah anak ikan!” kedua anaknya tidak tahu apa maksud perkataan ayahnya. Mereka pulang dan bertanya kepada ibunya. Ibunya sangat kecewa. Walaupun kemudian Sahala meminta maaf, sang ibu tidak memaafkannya karena dia telah mengingkari janjinya.

Tiba-tiba tanah bergoncang, dan gunung meletus. Tanah tersebut membentuk sebuah lubang besar. Orang-orang percaya bahwa lubang tersebut menjadi Danau Toba.

Appendix 07

The example of student's work about past tense

V1	V2
Visit	Visited

Close	Closed
Try	Tried
Study	Studied
Answer	Answered
Cry	Cried
Clean	Cleaned
Confuse	Confused
Play	Played
Start	Started

APPENDIX 08

Example of Writing test 1

Find out the structure of narrative text from the paragraph!

The Golden Snail

Once upon a time, there was an old widow. Her name was Mbok Randa Dadapan. She was very poor. Her job was looking for the fish the river was not far from her hut.

Oneday, she found a golden snail. She took the snail home put it in the jar in her kitchen. She kept the snail well and fed it enough food.

Several days later, after coming back from her daily fishing, she found delicious meal on the table. Her hut was clean and this happened almost everyday for a long time.

Then oneday she did not go fishing. But she peeped from outside of her hut. She saw a beautiful princess going out prepared the meal and cleaned the hut.

The princess was surprised when mbok Randa Dadapan came in and asked, “who are you?” so the princess told her life and was willing to be mbok Randa Dadapan’s daughter. Finally, she did not become a golden snail anymore.

The result from one of the students’ work about the structure of the text :

ORIENTATION : Once upon the time, there was an old widow. Her name was Mbok Randa Dadapan. She was very poor, her job was looking for the fish a long river was not far from her hut.

COMPLICATION 1 : One day, she found a golden snail. She took the snail home and put it in the jar in her kitchen. She kept the snail well and fed it enough food.

COMPLICATION 2 : Several days later, after coming back from her daily fishing, she found delicious meal on the table. Her

hot was clean and this happened almost everyday for a long time.

COMPLICATION 3 : Then one day she did not go fishing. But she peeped from outside of her hut. She saw a beautiful princess going out prepared the meal and cleaned the hut.

RESOLUTION : The princess was surprised when mbok Randa Dadapan came in and asked," who are you?" so the princess told her life and was willing to be mbok Randa Dadapan's daughter. Finally, she did not become a golden snail anymore.

APPENDIX 09

Writing test 2

Find out the structure of narrative text from the paragraph!

The Golden Snail

Once upon a time, there was an old widow. Her name was Mbok Randa Dadapan. She was very poor. Her job was looking for the fish the river was not far from her hut.

Oneday, she found a golden snail. She took the snail home put it in the jar in her kitchen. She kept the snail well and fed it enough food.

Several days later, after coming back from her daily fishing, she found delicious meal on the table. Her hut was clean and this happened almost everyday for a long time.

Then oneday she did not go fishing. But she peeped from outside of her hut. She saw a beautiful princess going out prepared the meal and cleaned the hut.

The princess was surprised when mbok Randa Dadapan came in and asked, “who are you?” so the princess told her life and was willing to be mbok Randa Dadapan’s daughter. Finally, she did not become a golden snail anymore.

APPENDIX 10

Example of student's rewriting answer

The Legend of Lake Toba

One day, a fisherman named Batara Guru Sahara lived in Batak land. He caught a fish. He was surprised to find that the fish could talk. It begged Sahala to let it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was a beautiful that Sahala felt in love her at once. He asked her to marry him. The woman agreed to marry Sahala. However she told him that he must never let out the secret that she was once a fish. Sahala promised her that he could not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however instead of bringing the food to their father, the two girls ate it.

When Sahala knew that they had done with meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of fish!" the daughters did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that the hole became Lake Toba.

APPENDIX 11

The Result of writing narrative text

No	Nama	Test 1	Test 2
1	Alfredo Bagus Prakoso	100	80
2	Aris Ma'sum	100	90
3	Amah Wiji Saputro	100	80
4	Aldi Iswandono	100	80
5	Annisa Pramudita Sari	90	80
6	Atriya Valentina Hapsari	100	90
7	Adit	100	90
8	Bagas Efendi	100	80
9	Bima ali Syahbana	100	80
10	Cindhy Azzahra Rahmawati	100	90
11	Dea Syahfitrie	100	80
12	Deby Nur Anggraini	100	90